

# Professional Resource Library Database Assignment

## Purposes:

- To develop a well-organized collection of practical resources that can be used to help secondary students meet each of the National Standards for Foreign Language Learning (INTASC Standards 1 – Content Knowledge, 2 – Learner Development, 4 – Instructional Strategies, & 7 – Planning for Instruction)
- Contextualize language learning experiences in cultural products, practices, and perspectives using various techniques for teaching and assessing culture learning (INTASC Standards 1 – Content Knowledge & 4 – Instructional Strategies)
- Utilize a variety of emerging [technologies](#) to enhance instruction, develop language proficiency and cultural competence, and improve your professional productivity (INTASC Standard 4 – Instructional Strategies, INTASC Standard 5 – Learning Environment, INTASC Standard 6 – Communication)

## Instructions:

- 1) Collect materials and practical resources that you can use to help you support students' learning in your language classroom. You may include materials that you produce yourself, items that your mentor teacher shares with you, materials that we (or your peers) share with you in class, and commercially-produced materials. What kinds of supplemental resources and materials made world language classes fun, interesting, or meaningful for you as a student? Try to collect such things!
- 2) Use [Google Spreadsheets](#), *Microsoft Excel*, [Zotero](#), or a similar application to create a searchable database of the materials you have collected.
- 3) Your professional resource library should contain (but is not limited to) **10 different examples** from **each** of the topic areas listed on the checklist that appears on the next page.
- 4) Thinking about questions like those below might help you to get started:
  - ⇒ Do you have any pictures or posters that you could use to support students' comprehension of your oral descriptions or instructions—visual aids that would help to explain, clarify, or illustrate specific cultural concepts, grammatical structures, or vocabulary?
  - ⇒ What resources or materials could you draw on that would engage students in practicing the language in meaningful ways?
  - ⇒ What realia do you have that you could use to help make the culture more "real" for your students?
  - ⇒ Do you have any costumes, manipulatives, props, toys, or teaching aids that you could use to engage students in creating with or playing with your target language?

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⇒ Have you collected any resources or materials that will be particularly useful in helping your students to experience a particular aspect of the 5 Cs (Communication, Cultures, Connections, Comparisons, or Communities) within the context of your target language and/or culture?

	Item	1	2	3	4	5	6	7	8	9	10
A	<b>Culturally Authentic Artwork, Photos, Pictures, Posters, Slides, or Overhead Transparencies</b> (Hard copies of 10 items total—a list of links is not acceptable)										
B	<b>Games &amp; Puzzles</b> (Hard copies of 10 items total—at least one must be a game and at least one must be a puzzle)										
C	<b>Culturally Authentic Internet Sites</b> (A list of at least 10 sites that could be used as the basis for language activities)										
D	<b>Culturally Authentic Music or Videos</b> (10 different songs or videos—sheet music, actual CDs or DVDs, actual records, actual tapes, or links to <i>functional</i> audio or video files online are acceptable)										
E	<b>Culturally Authentic Children's Books, Poetry, Proverbs, Quotes, Stories, &amp; Tongue Twisters</b> (Hard copies of each of these—at least 2 of each item, 10 total)										
F	<b>Culturally Authentic Realia</b> (Brochures, food containers, forms, magazines, maps, menus, money, newspapers, receipts, stamps, tickets, etc. – 10 items total; the more variety, the better; a digital photo index is acceptable)										
G	<b>Grammar Practice Activities</b> (Hard copies of 10 different activities)										
H	<b>Sponge Activity Ideas</b> (Hard copies of 10 different activities)										
I	<b>Teaching Aids</b> (Such as balls, bean bags, beanie babies, bingo chips, blindfolds, bubbles, buzzers, cue cards, dice, die cuts, finger puppets, flannel boards, flash cards, flyswatters, magnets, magnifying glasses, manipulatives, mirrors, pocket charts, puppets, question & answer cards, rings, sentence strips, signal cards, spinners, white boards, wrap-ups – A digital photo index is acceptable)										
J	<b>Vocabulary Practice Activities</b> (Hard copies of 10 different activities)										

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5) Your work will be evaluated using the rubric that is posted on the wiki. Evaluation will be based on appropriateness of materials for language learning at the secondary level, efficiency of organization, quality, quantity, and variety.

You may also wish to include items in your resource file such as:

- Any item which might be used to teach a particular aspect of the language or culture
- Professional Literature (Citations for articles or specific chapters/pages from TE texts that you found helpful that you can consult at a future date should you encounter problems)
- Props & Costumes (Aprons, canes, capes, hats, objects, play food, stuffed animals, sunglasses, telephones, ties, toys – A digital photo index of these items is acceptable)
- Resource Books (A list of these is acceptable, as long as you own the books)
- Software for the second language classroom (a list of CD-Roms you own is acceptable)